COURSE DESCRIPTION
The course is organized around the important stakeholders in the health industry and how you can successfully create and deliver value to them. It, therefore, presents and integrates analyses of: patients (and those who advocate for them), providers, product companies, government and payers.

COURSE OBJECTIVES
At the end of the course you will be able to:

✓ Understand the structure, key facts and important issues about the U.S. health industry system
✓ Easily locate key sources for further study
✓ Analyze problems in this sector using frameworks applicable to different problems

The objective for each section/lecture in the course are listed in the introductory PowerPoint slides for those sessions and summarized on the last slides of the presentations.

COURSE STRUCTURE
Classes are highly interactive with many case examples to highlight principles. A typical session may include:

✓ Review of significant events in the week’s news and their impact on healthcare
✓ Brief review and questions about pre-readings for the class session
✓ An interactive lecture that builds on the readings to address the week’s issue or framework
✓ Group work or discussion of a real case

OFFICE HOURS:

I know you have classes during the daytime downtown. If you need to reach me, the fastest way is by email; we can arrange a call if we need to discuss something in more detail than a few words by email. I also come downtown a couple hours before class and will be available at breaks and after class.

READINGS

All required and additional readings, as well as PowerPoint slides, will be provided through Blackboard. The textbook is: Strategic Marketing for Healthcare Organizations, Kotler P; Shalowitz, J; and Stevens R JosseyBass©2008. Readings are primarily drawn from the textbook, academic literature or industry-specific publications. Some of the articles might be technically difficult, since you may not have yet been exposed to many medical topics. Likewise, I know most of you do not have a business background so the terms might at first be new. Do not get discouraged, discussions of those articles will be exclusively on the major concepts. We will also cover the terms you need to know in class. If you are interested, I am always happy to meet with any student who wants to delve further into the material.

The reading is “front loaded” in a couple ways. First, the volume is more at the beginning of the course to help you rapidly gain understanding of the healthcare industry. Second, you will find that many issues are interrelated, so that the more you know about one subject, the easier it will be to gain a perspective on others. In this respect, the reading should also get easier as the course progresses. I have tried to choose the readings to expose you to: a diversity of topics, some of the key opinion leaders in the field and some of the major publications you will need to consult in the future to stay current. If you find better articles on the subjects, please bring them to my attention as I am always revising this list.

Textbook required: Strategic Marketing for Healthcare Organizations, Kotler P; Shalowitz, J; and Stevens R JosseyBass©2008

Primer and Optional Readings: For some lectures, I might suggest primer readings. These readings will not be discussed in class, they are just for those of you who are looking to refresh or expand some of the material discussed in class.
TEACHING METHOD

Team Learning: I expect every student to come to each class fully prepared and committed to share his/her knowledge with others. “Cold calling” will be a standard practice to evaluate your preparation.

During the first class session, groups of 4 members will be formed (3 members in cases where groups of 4 cannot be formed). These groups are an integral component of class preparation and discussion. Once formed, groups cannot be changed. Before the second class meeting, each group must submit a list of its members. No singles or groups of 2 are permitted, so I may need to assign/reassign groups to get to the optimum size.

GRADING

Student grades will be calculated based on the following four components.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Team Paper</td>
<td>60</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>Editorial Response</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>80</td>
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</tbody>
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TEAM PAPER (60 POINTS): Teams are allowed to select any topic that is of interest to them related to the health industry. The purpose of this paper is for the students to think deeply about the interplay among the different stakeholders in the health industry. It is not a clinical review. I must approve all topics by week 4. Topics should be problem-oriented and you should propose specific solutions to the problem you choose to address. I do not want a general topical overview of a subject or descriptive case study. I must approve the topic or I will not accept the paper. Papers are due by the start of the last scheduled class on March 10.

Deliverable:

✓ No more than 10 pages, exclusive of references and exhibits, double spaced, Times New Roman 12 font, numbered pages, Word format. Do not send a pdf.
✓ E-mail me the paper as an attachment – with team member names.
Grading will be based on:

**Analysis**
- ✓ Framing the problem
- ✓ Recognizing the right questions to ask
- ✓ Presenting a solid analysis

**Effort, Research and Resourcefulness**
- ✓ Identifying and using appropriate resources (Includes 7-10 articles from research journals exclusive of the ones in the case packet).
- ✓ Integrating knowledge from the course (does not mean feeding back class material, but using concepts in the analysis)

**Professionalism, attention to detail and creativity**
- ✓ Identifying solutions and discussing alternatives
- ✓ Addressing details, including properly professional writing. I expect that you will carefully proofread the papers, particularly for errors in spelling and grammar.
  
  Particularly, you should **never** use the words "this," "that," "these," or "those" as the subjects of sentences as it often leads to indeterminate references. **I will deduct 1 point every time you do so.**

  See: [http://www.youtube.com/watch?v=8Gv0H-vPoDc](http://www.youtube.com/watch?v=8Gv0H-vPoDc)

**Peer Evaluation**: Students will evaluate each of their team member’s performance based on:
Commitment to excellence, ability to encourage the flow of creative ideas, contribution to the team, organizational skills, communication, and honor code. At the end of the course (along with your self-evaluation of class participation), each member of the team should send me a confidential evaluation of other members. Students who do not meaningfully participate in the preparation of the term paper (as solely determined by their group members) will be marked down one full grade on this activity. No form is needed for this evaluation. If all contributed equally, just tell me.

**Class Participation (20 points)**: Active participation is essential to the success of the class, so come prepared. I will evaluate individual participation on the basis of both quantity and quality. Further, I will "cold call" students, meaning I will call on you even if you have not raised your hand. Students must bring and display nameplates at every class meeting. If you do not have one, make one from folded paper with your name boldly written so I can read it. Also, to encourage conversation, we will fill the first few rows of the classroom. DO NOT sit in the last rows. Interestingly, those who do so will allow me to identify who did not read the syllabus. Feel free to stare at them. If you feel that I am not calling on you enough, please let me know so that I can address the problem. Obviously, if you don’t come to class you cannot participate. At the end of the
course (with your group evaluation—see above), you should send me a self-evaluation of your participation, including a numerical score from 0-20.

**EDITORIAL RESPONSE (20 POINTS):** By February 10 you should send me a letter of response to an editorial or news article published no earlier than December 1, 2014. The article should come from the New York Times, Wall Street Journal or the Financial Times. Another publication is suitable if you ask me first. Assume I have read the article and know the subject matter, i.e., do not repeat at length information in the original. You should read some samples in those publications for format before you write your piece. Since this letter is not an academic assignment, do not provide foot/end notes. If you make a claim, you can reference another source, but keep it short. You are expressing a strong opinion about the article, providing either a reasoned disagreement or expansion/clarification/modification of major contentions. (See also, for example: [http://online.wsj.com/article/SB10000872396390444327204577617750571080494.html?KEYWORDS=shalowitz](http://online.wsj.com/article/SB10000872396390444327204577617750571080494.html?KEYWORDS=shalowitz) AND [http://www.nytimes.com/2011/06/06/opinion/l06hospitals.html](http://www.nytimes.com/2011/06/06/opinion/l06hospitals.html) AND [http://online.wsj.com/article/SB10001424127887323309404578611632513943010.html?mod=WSJ_article_comments#articleTabs%3DArticle](http://online.wsj.com/article/SB10001424127887323309404578611632513943010.html?mod=WSJ_article_comments#articleTabs%3DArticle)) Yours will be longer but you will get the general idea.)

**Deliverable:**
- No more than 500 words (format same as term paper)
- E-mail to me as a Word attachment.
- Attach a copy of the original article

**Grading:**
- Choosing and framing the issue (it must be “important”)
- Presenting a solid analysis
- Integrating knowledge from the course
- Presenting a well-written, concise opinion

**FINAL EXAM (80 POINTS):** The final exam will be on March 17, same time and place as class. It will be a combination of true/false, short answer, and short essay, covering the material we discussed in class as well as in the readings, even if we did not get to it in class. I will not ask minutiae from the readings, only major points. The exam will be in-class and timed, but open book/notes. A hint: During class I may ask you to think about certain issues on your own. You may want to do so. If the class desires, I will hold a review session before the final exam at a place and time convenient for the class.
HONOR CODE AND CLASSROOM ETIQUETTE

(Please note: Most degree programs require this section so that expectations are clearly presented.)

The Graduate School Honor Code applies to this course. See: http://www.tgs.northwestern.edu/academics/academic-services/integrity/index.html

Particularly, you should:

✓ Regard honesty and integrity as qualities essential to the profession
✓ Not seek an unfair advantage over other students, including but not limited to:
  a) giving or receiving unauthorized aid during completion of academic requirements
  b) running over specified written assignment limits
✓ Truthfully represent fact and self at all times
✓ Respect the property and personal rights of all members of the MPH community
✓ Uphold the Honor Code by reporting all material violations, and by fully cooperating with and protecting confidentiality of any Honor Code proceedings.
✓ The Honor Code is also applicable to any exchange or visiting student or those who register from other Northwestern schools.

✓ Classroom Etiquette: This etiquette applies particularly to four areas.

- Minimize entering and leaving the classroom
- Eating and drinking is permitted as long as it is not disruptive. I do not mind drinking, but eating is frequently a problem.
- Laptops are only to be used for note taking or retrieval of web-based material that I send for class purposes. Emailing and/or web surfing are not allowed during class; I consider such conduct on the same level as an honor code violation and expect others to report such behavior.
- Turn off cell phones during class. If you are expecting an emergency call, notify me before class and put the phone on silent/vibrate.
**Grading:** I scale the total points (180) down to 100 and assign the grades:

92-100% A; 82-91% B; 72-81% C; < 71% F **No Curve**

**Here are some of the above explanations in the language required by the MPH program:**

**Course Evaluation**

The MPH Program administers web-based course evaluations to students for each course near the end of the quarter. **Your completion of both the unit (course) and faculty evaluation components is required; failure to complete either of the evaluations will result in an incomplete grade until the evaluations are submitted.** You will be sent the web link and instructions via email later in the quarter. You will have about two weeks to complete the evaluations before grades are submitted.

**Academic Integrity**

Every Northwestern faculty member and student belongs to a community of scholars where academic integrity is a fundamental commitment. The Program in Public Health abides by the standards of academic conduct, procedures, and sanctions as set forth by The Graduate School at Northwestern University. Students and faculty are responsible for knowledge of the information provided by the Graduate School on their web page at [http://www.tgs.northwestern.edu/academics/academic-services/integrity/index.html](http://www.tgs.northwestern.edu/academics/academic-services/integrity/index.html).

Academic misconduct includes, but is not limited to

1. Receiving or giving unauthorized aid on examinations or homework
2. Plagiarism
3. Fabrication
4. Falsification or manipulation of academic records
5. Aiding or abetting any of the above

The PPH follows the Graduate School’s procedure for evaluating alleged academic misconduct, as outlined on the TGS website. [http://www.tgs.northwestern.edu/academics/academic-services/integrity/dishonesty/index.html](http://www.tgs.northwestern.edu/academics/academic-services/integrity/dishonesty/index.html).

Faculty reserve the right to use the “Safe Assignment: Plagiarism Detection Tool” that is part of the Course Management System to evaluate student assignments. Information about this tool can be found at [http://www.it.northwestern.edu/education/course-management/support/assessments/safeassignment.html](http://www.it.northwestern.edu/education/course-management/support/assessments/safeassignment.html).
WEEKS 1 AND 2: COURSE INTRODUCTION – THE INDUSTRY’S VALUE CHAIN AND DYNAMICS
JANUARY 6, 13

Objectives: The purpose of the first content session is to introduce you to the overall structure of the healthcare system. At the conclusion of this week, you should be able to:

✓ Begin to understand the history and dynamics of the health industry
✓ Identify the major stakeholders
✓ Analyze the structure of the health care industry.
✓ Understand the value propositions of each stakeholder.
✓ Appreciate a strategic framework for making healthcare business decisions.
✓ Understand why patients seek healthcare services and products.
✓ Understand how the decisions are made to purchase health products and service
✓ Understand how products and services are purchased and delivered

Required Reading


Reading Primer and FYI:


❖ Cutler, D and Sahni, NR: If Slow Rate Of Health Care Spending Growth Persists, Projections May Be Off By $770 Billion. Health Affairs 32(5):841-850, 2013
WEEKS 3 AND 4 - PATIENTS AND PROVIDERS
JANUARY 20, 27

Objectives: All healthcare efforts exist for the benefit of the patient. We will begin this session by discussing managerial epidemiology, which provides the tools that will help you to analyze the healthcare of populations. Next, we will discuss providers of healthcare, with a focus on hospitals and health systems. At the end of these weeks you will understand:

✓ The terms and principles of epidemiology and their uses in determining the healthcare needs of populations
✓ The key organizational, operational and strategic issues for hospitals and healthcare delivery systems

Required Reading:
- Shalowitz, J: Managerial Epidemiology: A primer for management students. (DRAFT-not for reproduction).

Reading Primer

WEEKS 5, 6, 7: PAYERS
FEBRUARY 3, 10, 17

Objectives:
At the conclusion of these sessions you will:
✓ Understand what makes a condition insurable
✓ Understand the operational features, sources and uses of funds for Medicare and Medicaid
✓ Understand the structure and operational features of the private insurance industry

**REQUIRED READING**

**Principles of Insurance**


**Medicare/Medicaid**

- Shalowitz, J: Payers Chapter Draft. Read the sections on Medicare and Medicaid. DRAFT. NOT FOR REPRODUCTION


- *** For additional information on the Medicare and Medicaid programs see [http://cms.hhs.gov](http://cms.hhs.gov)

**Managed Care**

- Shalowitz, J: Payers Chapter Draft. Read the section on Managed Care DRAFT. NOT FOR REPRODUCTION

- Berwick, DM: "Payment by Capitation and the Quality of Care." *NEJM* 335:1227-1231, 1996.

Optional: *Health Affairs*, May 2010 special edition: Reinventing primary care. Contains a number of articles on “Medical Homes.”
WEEK 8– READING AND UNDERSTANDING FINANCIAL STATEMENTS/INTRODUCTION TO COST ACCOUNTING
February 24

- Read Chapter 11 in the Kotler et al. text.

WEEK 9– TECHNOLOGY ASSESSMENT AND THE COST OF MEDICAL CARE
MARCH 3


- Fuchs, VR: “More Variation in Use of Care, More Flat-Of-The-Curve Medicine” Health Affairs web exclusive VAR-104-107, 10/7/04.


WEEK 10– MEASURING QUALITY OF CARE AND CLINICAL OUTCOMES
MARCH 10

OBJECTIVES:

At the end of the section you will:
✓ Understand the difference between structure, process and outcome measures
✓ Understand the pros and cons of using these measures to measure clinical success.
✓ Understand volume/outcome relationships
✓ Understand how pay for performance works to motivate value outcomes

**REQUIRED READING**

- Shalowitz, J: Implementing Successful Quality Outcome Programs in Ambulatory Care: Key Questions and Recommendations. *Journal of Ambulatory Care Management* 33:117-123, 2010

**WEEK 11– FINAL EXAM**

**MARCH 17 (SAME TIME AND PLACE)**